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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………………….** |

**UNIT 7: URBAN LIFE**

**Lesson 1.3: Pronunciation & Speaking (Pages 66 & 67)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- pronounce the /dʒ/ sound.

- talk about problems in a city and solutions to them.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, and critical thinking skills.

 **1.3. Attributes**

 - foster Ss’ patience and attention to detail for consistent practice and repetition to reinforce learning and build fluency.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| * Listen to the words and focus on the underlined letters.
* Listen and circle the words you hear.
* Take turns saying the words.
* Practice the conversation. Swap roles and repeat.
* Make two more conversations using the provided ideas.
* In pairs, talk about problems and solutions.
 | * Ss’ performance.
* Ss’ answers.
* Ss’ performance.
* Ss’ performance.
* Ss’ answers/presentation.
* Ss’ answers/presentation.
 | - Observation.- Observation and feedback.- Observation and feedback.- Observation and feedback.- Observation and feedback.- Observation and feedback. |

**4. Procedures**

**A. Warm-up: 5 minutes**

a. Objectives: to introduce the /dʒ/ sound in words.

b. Content: Word guessing game.

c. Expected outcomes: Ss can find out the target words.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **COMPETITION TIME: WORD GUESSING GAME**- Create groups of 5 students.- Instruct Ss to play the game.- Demonstrate the game using an example.- Check the group’s answers.**Example:** Teacher says: a thing/structure that connects two places over a gap, like a river, a valley. People or vehicles cross from one side to the other safely. 1*. It's the sixth month of the year, usually when summer begins.**2. A place where people go to exercise and stay fit, often equipped with different equipment like weights.**3. Someone who listens to both sides of a story in a court and decides who is right or wrong.**4. A thick and sweet spread made from fruit, often eaten on bread or toast.**5. To give someone support or confidence to do something.**6. Crossing a busy road without looking is …………………..**7. A person who serves in the military and protects their country.**8. To make something different or to replace one thing with another.**9. The part of a machine that uses fuel or electricity to produce power and make things move, like in cars or trains.**10. very large or big in size, like a giant elephant or a massive building.* | * Form groups of 5
* Listen to the instructions.
* Work in groups and write the answers.

- Write the answer: bridge***Answer Keys*** *1. June**2. Gym**3. Judge**4. Jam**5. Encourage**6. Dangerous**7. Soldier**8. Change* *9. Engine**10. Huge* |

**B. New Lesson (35’)**

**1. Pronunciation (15’)**

a. Objectives: To help Ss practice stressing content words in a sentence.

 b. Content: Tasks a, b, c and d.

c. Expected outcomes: Ss can improve their pronunciation by stressing content words in sentences.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Focus on the /dʒ/ sound.**- Explain the combination of the stop sound /d/ as in ‘*dog’* and the fricative sound /ʒ/ as in ‘*vision*’ to make an affricate sound /dʒ/ as in ‘*encourage*’.- Explain what an affricate sound is.*‘An affricate sound is a sound made by stopping the airstream and releasing it with an audible friction.’*- Demonstrate how to pronounce the /dʒ/ sound.- Have Ss repeat the sound. | - Listen and take notes.- Listen and repeat the sound. |
| **Task b:** **Listen to the words and focus on the underlined letters.** - Play the audio. Have Ss listen and notice the /dʒ/ sound.- Have Ss listen and repeat the words.*Encourage**Traffic jam*  | - Listen and focus on the underlined letters.- Listen and repeat the words. |
| **Task c:** **Listen and circle the words you hear.**- Play the audio. Have Ss listen and circle the words they hear.- Play the audio again and check answers as a whole class. | - Listen and choose the correct answer.***Answers:***1. *Jerrry*
2. *Choice*
3. *Joke*
 |
| **Task d: Take turns saying the words in Task c. while your partner points to them.**- Have some students read the words aloud.- Give some feedback or correction. | - Practice saying the words with a partner.- Read the words aloud. |

**2. Practice (10’)**

a. Objectives: To help Ss practice some words with the /dʒ/ sound in the conversation.

b. Content: Tasks a and b.

c. Expected outcomes: Ss can pronounce some words with the /dʒ/ sound.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **In pairs: Practice the conversation Swap roles and repeat*.***- Have Ss practice the conversation in pairs and swap roles.- Have some pairs demonstrate the conversation in front of the class.- Give feedback or any correction on their pronunciation. | - Practice the conversation with a partner and swap roles.- Perform in front of the class. |
| **Task b:** **Make two more conversations using the ideas on the right.**- Have Ss make two more conversations with other partners.- Invite two pairs of Ss to perform in front of the class.- Give feedback or any correction on their pronunciation. | - Make two more conversations with different partners.- Perform in front of the class. |

**3. Speaking (10’)**

a. Objectives: To help Ss further practice their pronunciation and speaking skills.

b. Content: Tasks a and b.

 c. Expected outcomes: Ss can talk about problems and solutions in city life.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: Choose an event below that you experienced. In pairs: Student A, tell your partner about it.Talk about the context and what happened, then say if it's a problem in your city and give solutions to it.Student B, listen and ask questions.** - Have Ss work in pairs and choose an event to talk about.- Monitor the class and help them if necessary.- Invite some pairs to perform in front of the class.- Give feedback to encourage Ss. | - Work in pairs to talk about an event.- Perform in front of the class.***Suggested answers:****A: You’ll never believe what happened to me today.**B: Oh, really. What happened?**A: I was walking to the grocery when there was a car accident at the intersection.**B: Was anyone hurt?**A: Luckily! no one injured. But there’s quite a bit damage to both cars.**B: How did you feel?**A: It’s scary. I think the city should do something about this intersection.* *B: You’re right. Maybe they should reduce the speed limit in this area.* |
| **Task b: What other problems does your city have? How can the city fix them?**- Have Ss work with a different partner and discuss other problems in the city and how to fix them.- Monitor the class and help them if necessary.- Elicit answers from some students. | - Discuss in pairs.- Share their ideas with the class.***Suggested answer:****The pollution is bad. I think our city should plant more trees and build more parks*. |

**C. Consolidation and homework assignments (5’)**

* Practice the /dʒ/ sound.

1. Encourage

2. June

3. Gym

4. Judge

5. Dangerous

6. Soldier

7. Change

8. Engine

9. Huge

10. Traffic jam

* Do the writing exercise on page 39 - WB
* Prepare for the next lesson (Vocabulary & Listening - pages 68 & 69 - SB).
* Play the consolidation games on [www.eduhome.com.vn](http://www.eduhome.com.vn/)

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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